



CONNECTICUT

Association for Behavior Analysis
The Voice of Behavior Analysis in Connecticut

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March 8, 2010

To Whom This May Concern,

The Connecticut Association for Behavior Analysis (CTABA) is a professional organization that seeks to assist in the development and advancement of the field of behavior analysis within the state of Connecticut through research, education, and dissemination of information. As a professional organization, CTABA is dedicated to promoting the theoretical, experimental, and applied analysis of behavior across a wide array of applications and audiences. At this time, CTABA represents 185 credentialed professionals in applied behavior analysis (ABA). Seventy-five percent of those credentialed are Board Certified Behavior Analyst with either a master's (BCBA) or doctoral degree (BCBA-D). The other twenty-five percent of credentialed professionals hold bachelor's degrees plus five courses in behavior analysis (BCaBAs).

CTABA is in support of HB 5425 Section 2 which states, "local and regional boards of education shall provide applied behavior analysis services to those students with autism spectrum disorder whose individualized education plan or plan pursuant to Section 504 of the Rehabilitation Act of 1973 requires such services" (Sec. 2, a).

ABA is a well-developed discipline in the field of developmental disabilities, with over 900 research studies published over the past 20 years on autism and related disorders. ABA has "established standards for evidence-based practice, distinct methods of service, recognized experience and educational requirements for practice, and identified sources of requisite education in universities" (www.bacb.com). The Behavior Analysis Certification Board is a non-profit organization responsible for credentialing professionals with ABA. A credentialed person in ABA must have, at a minimum, five university courses in behavior analysis and at least 1000 hours of applied experience supervised by a BCBA or a BCBA-D.

It is essential that school districts are provided with clear guidelines with regards to which professionals meet the educational requirements of an applied behavior analyst. School districts that hire unqualified persons to work with students with autism and related disorders risk lawsuits from parents, as a result

of poor application of ABA methods. More importantly, students receiving services by unqualified persons may not experience the same level of treatment success as those who receive services from those qualified in ABA. In fact, research shows that three-year old students who receive early intensive behavioral intervention using ABA are 50% more likely to participate in a normal first grade classroom and have an IQ score in the normal range by the time they are in first grade than those who do not receive ABA services (Lovass, 1987). By hiring qualified providers of ABA using the standard of the BACB, school districts could ensure best-practice methods and the best possible treatment success for these students.

In closing, your support for HB 5425 Section 2 will ensure students with autism and other developmental delays receive optimal treatment from professionals with sufficient education and experience in applied behavior analysis.

Sincerely,

Elizabeth C. Nulty, MS, BCBA

Secretary, CTABA